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THE BUCHAN-LEACOCK TRANSITION YEARS SURVEY, 1990-91

Chandra Ramphal Turner, M.Sc.
Research Associate

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Buchan-Leacock Transition Years Committee

Lennox Borel
Karen Doyle-Fleming
Kelly Gorman
Al Pawlak
Linda Raimondo
Belle Smith

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Lorna Earl Ph.D., Research Director and General Editor

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INTRODUCTION

The Buchan-Leacock Transition Years Pilot Project is one of four pilot projects initiated by the Scarborough Board. The projects are designed to last for at least two years, with the first year (1990-1991) focusing on the planning of the project. A committee, made up of staff members from John Buchan Senior Public School and Stephen Leacock Collegiate Insitiute, was formed to create a framework for initiating the project in the Buchan-Leacock Schools.

The Buchan-Leacock Transition Years Committee was interested in the needs of the students and the committee worked with the Research Centre to create a survey for students in grades 8 and 9. Several aspects of the school environment were considered in the student questionnaire: classroom impressions; feelings about homeroom; homework, exams and study skills; comfort at school; school personnel; and general feelings about the transition from grade 8 to grade 9.

In addition, questionnaires were developed for teachers at Buchan-Leacock, with questions relating to: students' needs; teaching/evaluation strategies; homeroom; school environment; general feelings about student needs in the transition years; and feelings about Buchan-Leacock teachers' involvement in the Transition Years Pilot Project.

METHODOLOGY

Questionnaires were sent to all members of five different groups of participants at Buchan-Leacock: grade 8 students (see Appendix A); grade 9 students (see Appendix C); grade 7 and 8 teachers (see Appendix F); grade 9 teachers (see Appendix H); and grade 10 - OAC teachers (see Appendix J).

Completed questionnaires were sent to the Research Centre for analysis.

GRADE 8 STUDENTS

Results *(refer to Appendix A for more details)*

The results will be presented in five different sections, representing the five different groups of participants. While only the highlights of the results are presented here, more details can be found in Appendices A to L.

Background Information

Ninety-three percent (93%) of the 182 grade 8 students responded to the questionnaire. The average age of the respondents is 13.1 years, with 54 percent females and 11 percent of the students currently taking an ESL course.

Classroom Impressions

When asked to indicate their degree of agreement with statements about their classroom, the grade 8 students responded in the following way:

Over 70 percent of the grade 8 students either "agree" or "strongly agree" with the statements that[1]:

- there are many opportunities to present their ideas and opinions in class (78%);
- it is important to their teachers that they attend class (83%);
- it is important to their teachers that they are on time for class (87%);
- most teachers use a variety of activities in teaching their lessons (88%).

[1]Note that, within each section, the statements are presented in the order in which they appear on the questionnaire.

Between 50-70 percent of the grade 8 students either "agree" or "strongly agree" with the statements that:

- they feel comfortable asking questions in class (66%);
- most of their classes are interesting and stimulating to them (62%);
- there is a teacher they can talk to about any concerns or problems they have at school (66%);
- most of the staff members at school are helpful and receptive (69%).

Less than half of the grade 8 students "agree" or "strongly agree" that:

- most of their classes are too large (11%), with a further 10 percent indicating "no opinion/don't know";
- they often receive personal attention during class time from their teachers (44%). Ten percent (10%) of the respondents answered "no opinion/don't know".

Feelings about Homeroom

Over 70 percent of the grade 8 students either "agree" or "strongly agree" that:

- they usually feel comfortable in their homeroom class (83%);
- the homeroom period gives them the opportunity to learn about special events and activities at school (81%).

Between 50 and 70 percent of the students either "agree" or "strongly agree" that:

- the homeroom period gives them the opportunity to feel part of a group (67%) and to get to know the teacher better (64%);
- the homeroom period is an important part of their day (54%).

Homework, Exams and Study Skills

At least 70 percent of the students "agree" or "strongly agree" that:

- homework is an important part of their studies (91%);
- they are getting better at organizing their time (80%);
- homework takes up a lot of their time (70%);
- they know how to prepare for tests (75%);
- they feel nervous about tests (79%).

Less than half of the respondents "agree" or "strongly agree" that:

- they feel satisfied with the grades they are achieving so far this year (42%);
- they don't care whether they pass or fail (6%).

Comfort at School

Over 70 percent of the respondents either "agree" or "strongly agree" that:

- overall, they feel happy in this school environment (82%).

Between 50 and 70 percent of the respondents "agree" or "strongly agree" that:

- being accepted by their peers is very important (65%);
- they experience many frustrations during their school day (54%).

Less than half of the grade 8 students "agree" or "strongly agree" that:

- they often feel left out and lonely at school (15%);
- they feel afraid of some of the other students at school (22%);
- their safety and security are sometimes threatened at school (18%);

- their social life is more important than school (11%);
- their interests are well represented by the Leadership Group (29%), with a further 14 percent indicating "no opinion/don't know";
- they are distracted from their studies because of a boy or a girl that they like (27%).

School Personnel

When asked to whom they would go for help if they had a problem, most grade 8 students indicated the **guidance counsellor** (57%) or their **homeroom teacher** (57%). Forty-eight percent of the students felt that they would go to another of their current teachers.

To a lesser extent, students indicated that they would approach the principal (23%), the vice-principal (16%), a chairperson or department head (5%), or a teacher from a previous grade or school (24%).

Over 40% of the respondents chose "other", and most often specified that they would approach "friends", "parents", and "family" for help. (See Appendix B for more details.)

General Comments

When asked how they feel about going into grade 9, the following comments were made most often by the respondents. (See Appendix B for more details.)

- I'm nervous, scared, insecure.
- I feel good, excited, can't wait.
- Scared that the older kids may bug or beat me.
- Okay.
- I'm slightly worried about the homework.

Comments relating to other areas of the grade 8 students' school life of concern to them are shown in Appendix B. The statements that appear most often are:

- Nothing.
- My main concern is to pass all my subjects.
- Better facilities, more team spirit.
- I'm worried about my social development since I'm easily intimidated.

GRADE 9 STUDENTS

Results *(refer to Appendix C for more details)*

Ninety-one percent (91%) of the 160 grade 9 students responded to the survey. The average age of the respondents is 14.5 years, with 60 percent males and 19 percent who are currently taking an ESL course.

Classroom Impressions

Over 70 percent of the grade 9 students either "agree" or "strongly agree" with the following statements:[2]

- it is important to their teachers that they attend class (87%) and that they are on time for class (90%);
- most of the staff members at school are helpful and receptive (72%);
- most teachers use a variety of activities in teaching their lessons (71%).

Between 50 and 70 percent of the students "agree" or "strongly agree" that:

- there are many opportunities for them to present their ideas and opinions in class (68%);
- they feel comfortable asking questions in class (67%);
- most of their classes are interesting and stimulating (51%).

Less than half of the grade 9 students "agree" or "strongly agree" that:

- most of their classes are too large (21%);

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[2]Note that, within each section, the statements are presented in the order in which they appear on the questionnaire.

- they often receive personal attention during class time from their teachers (34%); (Note that 13 percent of the respondents answered "no opinion/don't know" to this question.)
- there is a teacher they can talk to about any concerns or problems they have at school (43%), with another 14 percent indicating "no opinion/don't know".

Feelings about Homeroom

Over 70 percent of the grade 9 students "agree" or "strongly agree" with the statements that:

- they usually feel comfortable in their homeroom class (77%);
- the homeroom period gives them the opportunity to learn about special events and activities at school (73%).

Between 50 and 70 percent of the students "agree" or "strongly agree" that:

- the homeroom period gives them the opportunity to feel part of a group (60%), with another 12 percent indicating "no opinion/don't know";
- the homeroom period gives them the opportunity to get to know the teacher better (59%).

Less than half of the grade 9 students "agree" or "strongly agree" that:

- the homeroom period is an important part of their day (48%), with 12 percent indicating "no opinion/don't know".

Homework, Exams and Study Skills

Over 70 percent of the grade 9 students either "agree" or "strongly agree" that:

- homework is an important part of their studies (88%);
- homework takes up a lot of their time (74%);
- they feel nervous about examinations (71%);
- they know how to prepare for their examinations (73%).

Between 50 and 70 percent of the students "agree" or "strongly agree" that:

- they are getting better at organizing their time (66%).

Less than half of the grade 9 students "agree" or "strongly agree" that:

- they feel satisfied with the grades they are achieving so far this year (32%);
- they don't care whether they pass or fail (6%).

Comfort at School

Over 70 percent of the grade 9 students either "agree" or "strongly agree" that:

- overall they feel happy in that school environment (79%).

Over 60 percent "agree" or "strongly agree" that:

- being accepted by their peers is very important to them (64%), with 12 percent indicating "no opinion/don't know".

Less than half of the respondents "agree" or "strongly agree" that:

- they often feel left out and lonely at school (14%);
- they feel afraid of some of the other students at school (24%);
- their safety and security are sometimes threatened at school (19%);
- their social life is more important to them than school (20%), with 13 percent indicating "no opinion/don't know";
- they experience many frustrations during the school day (49%). Another 15 percent indicated "no opinion/don't know";
- their interests are well represented by the Student Activity Council (32%), with another 20 percent indicating "no opinion/don't know";
- they find themselves distracted from their studies by a boy or a girl that they like (25%). A further 11 percent indicated "no opinion/don't know".

School Personnel

At least 30 percent of the students indicated that they would approach the following people for help if they had a problem: the guidance counsellor (50%); their homeroom teacher (36%); another of their current teachers (41%); and a teacher from a previous grade or school (30%).

To a lesser extent, the students indicated that they would approach the principal (12%); the vice-principal (12%); a chairperson or department head (6%); and "other" (27%). The students who indicated "other" specified the following most often: "friends", "parents", and "relatives". (See Appendix D for more details.)

General Comments

The comments made by students when asked their feelings about the change from grade 8 to grade 9 appear in Appendix D. The most common responses were:

- I feel bigger, happy, older.
- Nothing.
- Nice change.
- More responsibility.
- More freedom; more independence.

Other areas of concern about the grade 9 students' school life appear in Appendix D. The comments that were most often stated were:

- I am interested in more athletics, etc.
- More lunch time and cheaper S.A.C. cards.
- Students should not have to share lockers.

SUMMARY - STUDENTS

Grade 8 Students

- While most of the grade 8 students generally report positive classroom impressions, less than half (44%) indicate that they often receive personal attention during class time from their teachers.

- Most grade 8 students feel that their homeroom class is beneficial to them.

- While the students feel that homework is important (91%), they indicate that it takes up a lot of their time (70%).

- With respect to tests, most grade 8 students indicate that they know how to prepare for tests (75%), but that they feel nervous about them (79%). The respondents also indicate that they are getting better at organizing their time (80%).

- Only 42% of the grade 8 students feel satisfied with the grades they are achieving so far this year, and six percent indicate that they don't care whether they pass or fail.

- Grade 8 students generally feel good about school with 82 percent indicating that they feel happy in this school environment. However, 54 percent indicate that they experience many frustrations during their school day.

- Over 40 percent of the grade 8 students indicate that they would go to the guidance counsellor (57%), to their homeroom teacher (57%), or to another of their current teachers (48%) for help if they had a problem.

- The respondents' comments (Appendix B) provide some useful insights for the reader.

Grade 9 Students

- Grade 9 students generally report positive classroom impressions. However, less than half of the respondents (34%) indicate that they often receive personal attention during class time from their teacher or that there is a teacher they can talk to about any concerns or problems they have at school (43%).

- While the grade 9 students seem to benefit from their homeroom period, less than half (48%) report it to be an important part of their day.

- Most of the grade 9 students feel that homework is important (88%) but it takes up a lot of their time (74%).

- Although the grade 9 students indicate that they know how to prepare for their examinations (73%), they still feel nervous about them (71%). Two-thirds (66%) of the grade 9 students feel that they are getting better at organizing their time.

- Only 32 percent of the respondents feel satisfied with the grades they are achieving so far this year and six percent indicate that they don't care whether they pass or fail.

- Most (79%) of the respondents said that, overall, they feel happy in this school environment, but 49 percent indicate that they experience many frustrations during the school day.

- Over 40 percent of the grade 9 students said that they would approach the guidance counsellor (50%) or another of their current teachers (41%) for help if they had a problem .

- Comments made by students appear in Appendix D and these may be useful to the reader.

Differences between the Grade 8 and Grade 9 Students

(See Appendix E for a comparison of the students' responses to each question.)

Significance tests (t-test with a criterion of $p<.05$)[3] were performed on the grade 8 and grade 9 students' data. The respondents who answered "no opinion" or "don't know" were excluded from the analysis. This section includes only those cases where a significant difference was found between the opinions of the grade 8 and grade 9 students.

[3]Significance testing is done to show if there is a difference between means that is unlikely by chance alone. Therefore, significance at the .05 level means that this difference is likely to occur by chance alone, only 5 times in 100.

Significantly more of the grade 9 than the grade 8 students either "strongly agree" or "agree" that their classes are too large.

Significantly more of the grade 8 than grade 9 students either "strongly agree" or "agree" that:

- they receive personal attention during class time from their teachers;
- there are many opportunities for them to present their ideas and opinions in class;
- most of their classes are interesting and stimulating to them;
- there is a teacher they can talk to about any concerns or problems they have at school;
- most of the teachers use a variety of activities in teaching their lessons;
- they usually feel comfortable in their homeroom class;
- homework is an important part of their studies;
- they are getting better at organizing their time.

Significantly more grade 9 than grade 8 students "strongly agree" or "agree" that their social life is more important to them than school, even though only 20 percent of the grade 9 students indicated this.

With respect to the people to whom they would go for help if they had a problem, significantly more grade 8 than grade 9 students indicated that they would approach the principal, their homeroom teacher and "others".

GRADE 7 AND 8 TEACHERS

Results *(refer to Appendix F for more details)*

Ninety percent (90%) of the 30 grade 7 and 8 teachers responded to the survey. The respondents have been teaching for an average of 18 years, with a range of one to 31 years.

Students' Needs

Over 70 percent of the grade 7 and 8 teachers either "agree" or "strongly agree" that:[4]

- students' social lives are vitally important at this stage of their lives (100%);
- they perceive the need to serve a wider range of backgrounds, abilities and needs of students in grade 8 (74%);
- students in grade 8 need immediate gratification and feedback (78%).

Less than half of the grade 7 and 8 teachers "agree" or "strongly agree" that:

- the interests of the grade 8 students are met by the Leadership Group (41%). (It should be noted that 15 percent of the teachers responded "no opinion/don't know".)

All of the teachers either "disagree" or "strongly disagree" that:

- most grade 8 students feel lonely and alienated.

[4]Note that, within each section, the statements are shown in the order in which they appear on the questionnaire.

The comments made by teachers relating to students' needs in grade 8 appear in Appendix G. The ideas stated more than once by the respondents are:

- It is important for students to have people to whom they can turn for advice, etc.. Beneficial if they have it at school.
- Like all children and adults they need respect, warmth and to be taught.

Teaching/Evaluation Strategies

When asked to indicate **how often** they engage in certain practices, grade 7 and 8 teachers' responses are as shown below. The practices are rank-ordered, starting with the most frequent. The mean, calculated on a scale of 1 to 4 (where 1 = "rarely" and 4 = "most of the time") is shown in brackets.

- treat the students' ideas and opinions with respect (3.9);
- encourage class participation (3.8);
- use a variety of evaluation methods (3.6);
- make classes interesting and stimulating (3.5);
- use a variety of teaching strategies and activities in lessons (3.4);
- try to allay students' fears about tests (3.2);
- help students prepare for tests (3.2);
- create opportunities for students to respond with their ideas and opinions (3.1);
- help students refine their time management skills (3.0);
- have time to give personal attention to their students during class (2.9);
- take the time to assess the learning styles of the students (2.8).

Respondents were also asked to rate **the importance** of each practice on a scale of 1 to 4, where 1 = "not at all important" and 4 = "very important". The practices are rank-ordered below, according to their importance, as attributed by the respondents.

- treat the students' ideas and opinions with respect (3.9);
- encourage class participation (3.7);
- make classes interesting and stimulating (3.7);
- use a variety of teaching strategies and activities in their lessons (3.6);
- use a variety of evaluation methods (3.6);
- create opportunities for students to respond with their ideas and opinions (3.5);
- help students prepare for tests (3.5);
- have time to give personal attention to the students during class (3.4);
- take the time to assess the learning styles of the students (3.3);
- try to allay students' fears about tests (3.3);
- help students refine their time management skills (3.3).

In most cases, the rating on the importance scale is similar to the rating on the frequency scale for each of the practices. However, two cases appear in which, although the teachers consider the practice to be important, they engage in them less than "often":

- take the time to assess the learning styles of the students;
- have time to give personal attention to the students during class.

Teachers' comments on teaching/evaluation strategies in grade 8 appear in Appendix G. Only one idea was stated more than once by the respondents:

- evaluation by observation and personal interaction is valuable in assessing the abilities of a student.

Homeroom

Over 70 percent of the grade 7 and 8 teachers "agree" or "strongly agree" that:

- they usually feel comfortable with homeroom duties (82%);
- a homeroom period is beneficial to assist the students with their organizational skills (82%).

Between 50 and 70 percent of the respondents "agree" or "strongly agree" that:

- their homeroom period gives them the opportunity to get to know the students better (67%), with another 15 percent of the teachers indicating "no opinion/don't know".

While several comments were made with respect to the homeroom class, the ones stated most often follow. (See Appendix G for more details.)

- Every teacher should have one to get to know the students on a more personal level.
- I find it a great time to relay messages and announcements.

School Environment

Over 70 percent of the grade 7 and 8 teachers "agree" or "strongly agree" that:

- homework assignments are an integral part of the curriculum (85%);

- it is important to them to have more opportunities to learn about a variety of teaching strategies (89%);
- collegial interaction among teachers is very important to the school program (82%). (Note that 11 percent of the respondents answered "no opinion/don't know");
- teachers planning with other teachers is a worthwhile experience (96%);
- subject disciplines should be more integrated (78%);
- ESL teachers should be teaching partners (74%). (Note that 19 percent of the respondents answered "no opinion/don't know");
- Special Education teachers should be teaching partners (78%). (Fifteen percent (15%) answered "no opinion/don't know");
- librarians should be teaching partners (100%);
- guidance personnel should be teaching partners (89%).

Between 50 and 70 percent of the respondents "agree" or "strongly agree" that:

- most of the grade 8 classes are too large (63%);
- they feel satisfied with the grades that grade 8 students are achieving (52%);
- they perceive the need for a set of minimum requirements with which to evaluate students (59%).

Less than half of the respondents "agree" or "strongly agree" that:

- they experience many frustrations during the school day (37%);
- they sometimes feel alienated from the rest of the staff (19%);
- they feel uncomfortable with colleagues in their classroom (4%);
- subject disciplines are isolated from one another (48%).

Comments relating to the school environment for grade 7 and 8 teachers appear in Appendix G. One idea was stated more than once by the respondents:

- There is very little time for the communication and co-operation that is needed between teachers.

General Comments

Comments made by grade 7 and 8 teachers regarding a program to meet the needs of students in the transition years appear in Appendix G. With regard to the positive aspects of such a program, all of the ideas shown in the appendix were stated only once. Regarding the negative aspects of a program, ideas shared by at least two respondents are:

- It may mean more work for teachers.
- I often feel bogged down by it. I hate the idea of destreaming, since bright students will have less attention.

Comments about Buchan-Leacock teachers being involved in the Transition Years Pilot Project also appear in Appendix G. With regard to the positive aspects, the most often stated comments were:

- Help us to communicate and break the barrier between the two schools.
- Worthwhile project.

- Very good for staff interaction regarding teaching strategies, learning styles, more joint learning ventures for staff and students.

With regard to the negative aspects, all of the ideas appearing in the Appendix were stated only once.

GRADE 9 TEACHERS

Results *(refer to Appendix H for more details)*

Seventy-five percent (75%) of the 32 grade 9 teachers responded to the survey. They have been teaching for an average of 17 years, with a range of seven to 27 years.

Students' Needs

Over 70 percent of the grade 9 teachers either "agree" or "strongly agree" with the following:[5]

- students' social lives are vitally important at this stage of their lives (88%);
- they perceive the need to serve a wider range of backgrounds, abilities and needs of students in grade 9 (96%);
- students in grade 9 need immediate gratification and feedback (75%).

Less than half of the teachers "agree" or "strongly agree" that:

- most grade 9 students feel lonely and alienated (25%);
- the interests of grade 9 students are met by the SAC (25%). (Note that 17 percent of the grade 9 teachers answered "don't know or no opinion" to this question.)

Several teachers commented on students' needs in grade 9 and these appear in Appendix I. The one idea that was stated more than once is that more orientation is required.

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[5]Within each section, the statements are shown in the order in which they appear on the questionnaire.

Teaching/Evaluation Strategies

The questionnaire listed several practices and grade 9 teachers were asked to indicate how often they engage in each, on a scale of 1 to 4 (where 1 = "rarely" and 4 = "most of the time"). Following are the teachers' responses, rank-ordered from the most frequent to the least frequent, with the mean appearing in brackets.

- treat the students' ideas and opinions with respect (3.8);
- encourage class participation (3.5);
- try to allay students' fears about examinations (3.4);
- help students prepare for examinations (3.4);
- make classes interesting and stimulating (3.3);
- create opportunities for students to respond with their ideas and opinions (3.2);
- help students refine their time management skills (3.2);
- use a variety of teaching strategies and activities in lessons (3.1);
- use a variety of evaluation methods (3.0);
- have time to give personal attention to the students during class (2.9);
- take the time to assess the learning styles of the students (2.3).

Grade 9 teachers were also asked to rate each activity in terms of its importance, on a scale of 1 to 4, (where 1 = "not at all important" and 4 = "very important"). The teachers' responses, rank-ordered by importance and with the mean appearing in brackets, are:

- treat the students' ideas and opinions with respect (3.8);
- encourage class participation (3.7);
- make classes interesting and stimulating (3.7);

- create opportunities for students to respond with their ideas and opinions (3.6);
- have time to give personal attention to the students during class (3.6);
- use a variety of teaching strategies and activities in lessons (3.5);
- try to allay students' fears about examinations (3.4);
- help students prepare for examinations (3.4);
- help students refine their time management skills (3.4);
- use a variety of evaluation methods (3.3);
- take the time to assess the learning styles of the students (3.1).

Two of the practices are worthy of note, since, although the teachers rate them as being important, they are being carried out less than often. These are: take the time to assess the learning styles of the students and have time to give personal attention to the students during class.

Several comments were made by teachers regarding teaching/evaluation strategies in grade 9 (Appendix I) and the idea stated more than once is that class size makes some strategies difficult to use.

Homeroom

Over half of the teachers "agree" or "strongly agree" that:

- a homeroom period gives teachers the opportunity to get to know their students better (75%);
- the homeroom period is an important part of the teacher's day (67%);

- a separate homeroom period would be beneficial to assist the students with their organizational skills (58%). (Note that 12% of the teachers answered "don't know/no opinion" to this question.)

Each of the comments relating to the importance of a homeroom class in grade 9 were stated only once and these appear in Appendix I.

School Environment

Over 70 percent of the grade 9 teachers "agree" or "strongly agree" that:

- most of their grade 9 classes are too large (75%);
- they perceive the need for a set of minimum requirements with which to evaluate grade 9 students (71%). However, another 13 percent of the teachers responded "don't know/no opinion";
- homework assignments are an integral part of the curriculum (88%);
- it is important for them to have more opportunities to learn about a variety of teaching strategies (83%);
- collegial interaction among teachers is very important to the school program (79%);
- teachers planning with other teachers is a worthwhile experience (96%);
- subject departments are isolated from one another (79%);
- subject departments should be more integrated (88%);
- ESL teachers should be teaching partners (92%);
- Special Education teachers should be teaching partners (88%). (The other teachers (13%) responded "no opinion/don't know".);

- librarians should be teaching partners (83%). Thirteen percent (13%) of the teachers answered "no opinion/don't know";
- guidance personnel should be teaching partners (79%). Thirteen percent answered "no opinion/don't know".

Almost 60 percent (58%) of the respondents "agree" or "strongly agree" that they feel satisfied with the grades that their grade 9 students are achieving.

Less than half of the respondents "agree" or "strongly agree" that:

- they experience many frustrations during the school day (46%);
- they sometimes feel alienated from the rest of the staff (25%);
- they feel uncomfortable with colleagues in their classroom (17%).

Comments about positive and negative aspects regarding a program to meet the needs of students in the transition years appear in Appendix I.

When teachers were asked their feelings about Buchan-Leacock teachers being involved in the Transition Years Pilot Project, the following comments were made more than once. (See Appendix I for more details.)

<u>Positive Aspects:</u>

- A step in the right direction.
- Excellent.

GRADE 10-OAC TEACHERS

Results *(refer to Appendix J for more details)*

Almost 60 percent (57%) of the 51 grade 10-OAC teachers returned the survey. Because of the low response rate, the results for this group may not be reflective of the feelings of the entire group.

The respondents have been teaching for an average of 17 years, with a range of two to 29 years and 90 percent have taught grade 9.

Teaching/Evaluation Strategies in Grade 9

At least 75 percent of the grade 10-OAC teachers rated all the strategies listed on the questionnaire as either "important" or "very important":[6]

- take the time to assess the learning styles of their students (76%). (Note that 14 percent of the respondents answered "no opinion/don't know".);
- use a variety of teaching strategies and activities in their lessons (97%);
- create opportunities for students to respond with their ideas and opinions (97%);
- encourage class participation (100%);
- treat their students' ideas and opinions with respect (97%);
- make their classes interesting and stimulating (100%);
- use a variety of evaluation methods (83%);

[6]Note that, within each section, the statements are presented in the order in which they appear on the questionnaire.

- have a set of minimum requirements with which to evaluate grade 9 students (83%);
- have more opportunities to learn about a variety of teaching strategies (83%).

The four comments regarding teaching/evaluation strategies in grade 9 are shown in Appendix K.

Students' Needs in Grade 9

Over 70 percent of the respondents "agree" or "strongly agree" that:

- students' social lives are vitally important in grade 9 (86%). (Note that 10 percent of the respondents answered "no opinion/don't know".);
- they perceive the need to serve a wider range of background, abilities and needs of students (76%). Fourteen percent (14%) answered "no opinion/don't know";
- students in grade 9 need immediate gratification and feedback (90%).

Less than half of the grade 10-OAC teachers "agree" or "strongly agree" that:

- most grade 9 students feel lonely and alienated (31%). (Ten percent answered "no opinion/don't know".);
- the interests of grade 9 students are met by the SAC (7%). (It is important to note that 41 percent of the teachers answered "no opinion/don't know" to this question.)

Comments on students' needs in grade 9 appear in Appendix K.

Exams, Homework, Time Management, and Grades in Grade 9

Over 80 percent of the respondents "agree" or "strongly agree" that:

- teachers should try to allay grade 9 students' fears about examinations (86%);
- teachers should help grade 9 students prepare for examinations (97%);
- teachers should help students refine their time management skills (97%);
- homework assignments are an integral part of the curriculum for grade 9 students (90%).

Only 48 percent of the teachers indicated that they feel satisfied with the grades that grade 9 students are achieving and 28 percent responded "don't know/no opinion".

Comments relating to exams, homework, time management and grades in grade 9 appear in Appendix K.

The Importance of a Homeroom Class in Grade 9

Less than half of the respondents "agree" or "strongly agree" that:

- a homeroom period gives teachers the opportunity to get to know their students better (48%);
- the homeroom period is an important part of the teacher's day (28%). A further 10 percent of the respondents answered "don't know/no opinion";

- a separate homeroom period would be beneficial to assist the students with their organizational skills (45%). Ten percent (10%) of the respondents answered "no opinion/don't know".

Comments relating to the importance of a homeroom class in grade 9 are shown in Appendix K.

Class Size in Grade 9

Most of the teachers "agree" or "strongly agree" that:

- most of the grade 9 classes are too large (79%), with 17 percent indicating "no opinion/don't know";
- teachers should have the time to give personal attention to grade 9 students during class (97%).

Comments relating to class size are shown in Appendix K. All the comments indicate a need for smaller classes.

School Environment for Grade 9 Teachers

Over 70 percent of the teachers "agree" or "strongly agree" that:

- collegial interaction among teachers is very important to the school program (86%);
- teachers planning with other teachers is a worthwhile experience (83%). (Note that 14% of the teachers answered "no opinion/don't know".);

- subject departments are isolated from one another (79%);
- Special Education teachers should be teaching partners (72%). Seventeen percent (17%) of the teachers answered "no opinion/don't know";
- guidance personnel should be teaching partners (76%). Ten percent (10%) of the respondents answered "no opinion/don't know".

Fifty (50) to 70 percent of the respondents "agree" or "strongly agree" that:

- subject departments should be more integrated (66%), with a further 10 percent who answered "no opinion/don't know";
- ESL teachers should be teaching partners (66%), with 21 percent who answered "no opinion/don't know";
- librarians should be teaching partners (69%). Seventeen percent (17%) answered "no opinion/don't know".

General Comments

Comments regarding a program to meet the needs of students in the transition years are shown in Appendix K. On the positive side, teachers mention the connection or interaction between elementary and high school. Negative aspects focus on destreaming.

Teachers' feelings about Buchan-Leacock teachers being involved in the Transition Years Pilot Project appear in Appendix K. Teachers mentioned interaction between the schools as one of the positive aspects. Several different negative aspects were mentioned by the teachers.

SUMMARY - TEACHERS

Summary - Grade 7 and 8 Teachers

- Most of the grade 7 and 8 teachers indicate that: students' social lives are important at this stage (100%); they perceive the need to serve a wider range of grade 8 students (74%); and that students in grade 8 need immediate gratification and feedback (78%).

- Although 15 percent of the grade 7 and 8 teachers indicate "no opinion/don't know", only 41 percent feel that the interests of the grade 8 students are being met by the Leadership Group. None of the respondents believe that grade 8 students feel lonely and alienated.

- When asked to rate the importance of certain practices and the frequency with which they engage in the practice, teachers' responses are comparable on the two scales. However, two cases appear in which, although the teachers consider the practice to be important, they engage in them less than "often": **take the time to assess the learning styles of the students** and **have time to give personal attention to the students during class.**

- Grade 7 and 8 teachers generally feel positive about the homeroom period, with 82 percent indicating that a homeroom period is beneficial to assist the students with their organizational skills.

- With respect to the school environment, more than half of the teachers "agree" or "strongly agree" with most of the statements on the questionnaire. It is worthy of note that 63 percent of the respondents feel that most of the grade 8 classes are too large, and only 52 percent feel satisfied with the grades that grade 8 students are achieving.

- Almost 40 percent (37%) of the grade 7 and 8 teachers indicate that they experience many frustrations during the school day and 48 percent feel that subject disciplines are isolated from one another.

- Comments made by the grade 7 and 8 teachers appear in Appendix G and will provide useful information for the reader.

Summary - Grade 9 Teachers

- Over 70 percent of the grade 9 teachers feel that: students' social lives are vitally important at this stage of their lives (88%); they perceive the need to serve a wider range of grade 9 students (96%); and students in grade 9 need immediate gratification and feedback (75%).

- Although 17 percent of the grade 9 teachers indicate "no opinion/don't know", only 25 percent feel that the interests of grade 9 students are met by the SAC. Only 25 percent of the respondents believe that grade 9 students feel lonely and alienated.

- Grade 9 teachers were asked to rate the importance of certain practices and the frequency with which they engage in these practices. While their responses are comparable on both scales, two cases are worth noting, in which the teachers rate the practice as important, but they are being carried out less than often: **take the time to assess the learning styles of the students** and **have time to give personal attention to the students during class**.

- While grade 9 teachers generally feel positive about the homeroom period, only 58 percent feel that a separate homeroom period would be beneficial to assist the students with their organizational skills. Another 12 percent answered "no opinion/don't know".

- With respect to school environment, over half of the grade 9 teachers "agree" or "strongly agree" with most of the statements on the questionnaire. It is worth mentioning that 75 percent of the respondents feel that their grade 9 classes are too large and that only 58 percent feel satisfied with the grades that their grade 9 students are achieving.

- Over 40 percent (46%) of the respondents indicate that they experience many frustrations during the school day and 79 percent feel that subject departments are isolated from one another.

- Many comments were made by the grade 9 teachers and these appear in Appendix I.

Summary - Grade 10-OAC Teachers

- Most of the grade 10-OAC teachers indicate that: students' social lives are vitally important in grade 9 (86%); they perceive the need to serve a wider range of background, abilities and needs of students (76%); and students in grade 9 need immediate gratification and feedback (90%).

- Although 41 percent of the respondents answered "no opinion/don't know", only seven percent feel that the interests of grade 9 students are met by the SAC. In addition, only 31 percent of the grade 10-OAC teachers indicate that grade 9 students feel lonely and alienated.

- Over 75 percent of the grade 10-OAC teachers rate all the practices listed for grade 9 teachers as being "important" or "very important".

- With regards to a homeroom class in grade 9, less than half of the grade 10-OAC teachers "agree" or "strongly agree" that a homeroom period gives teachers the opportunity to get to know their students better (48%), that it is an important part of the teacher's day (28%), or that a separate homeroom period would be beneficial to assist the students with their organizational skills (45%).

- Over three-quarters (79%) of the grade 10-OAC teachers feel that most of the grade 9 classes are too large and 97 percent indicate that teachers should have the time to give personal attention to the grade 9 students during class. Only 48 percent of the respondents feel satisfied with the grades that grade 9 students are achieving.

- Over three-quarters (79%) of the grade 10-OAC teachers feel that subject departments are isolated from one another.

- Comments made by the grade 10-OAC teachers appear in Appendix K and may prove useful to the reader.

Differences between the Grade 7 and 8 and the Grade 9 Teachers

(See Appendix L for a comparison of the teachers' responses to each question. Note that the grade 10-OAC teachers are not included in the comparison, since their questionnaire was slightly different.)

Significance tests (t-test with a criterion of $p<.05$)[7] were performed on the grade 7 and 8 and the grade 9 teachers' data. The respondents who answered "no opinion" or "don't know" were excluded from the analysis. This section includes only those cases where a significant difference was found between the opinion of the two groups of teachers.

In general, the teachers' opinions are similar, with only a few issues emerging where there were significant differences:

- More grade 9 teachers than grade 7 or 8 teachers believe that their students feel lonely and alienated;
- Grade 7 and 8 teachers indicate that they use a variety of evaluation methods more often than did the grade 9 teachers;

[7]Significance testing is done to show if there is a difference between means that is unlikely by chance alone. Therefore, significance at the .05 level means that this difference is likely to occur by chance alone only 5 times in 100.

- More grade 7 and 8 teachers than grade 9 teachers feel that a homeroom period is beneficial to assist the students with their organizational skills;
- More grade 9 teachers than grade 7 or 8 teachers feel that subject disciplines are isolated from one another.

APPENDIX A

December 10, 1990

Dear Grade 8 Students:

On the next few pages is a survey that all Grade 8 students of John Buchan Sr. P.S. will be asked to complete. The survey is being given to determine what areas of high school life, as you perceive it, are of greatest concern to you. It is hoped that this information will help to establish policies and procedures which will alleviate any areas of discomfort in the transition from Grade 8 to 9.

Please give honest answers to the questions. All responses will be anonymous, so you do **not** have to put your name on the survey. Since this is a survey of opinions, it is important that you indicate your own opinions, regardless of whether you think other people might agree or disagree with you. There are no "right" or "wrong" answers to these statements.

Your opinions in completing this survey are greatly appreciated and will have an impact on future programs offered at John Buchan Sr. P.S. and Stephen Leacock C.I.

Please tear off this letter and return the completed survey to your homeroom teacher.

TRANS.YRS\mj

TRANSITION YEARS SURVEY - GRADE 8 STUDENTS
NUMBER OF RESPONDENTS = 170

Background Information

Please answer the following.

1. Your present age in years: ...(Average) 13.1

   Range = 12 - 14 years

2. Your Gender:
   - Male 45%
   - Female 54%
   - No Response . . 1%

3. Are you currently taking an ESL course?
   - Yes 11%
   - No 88%
   - No Response . . 2%

Please indicate your degree of agreement with each of the following statements, where:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly Agree (SA)

5 = No Opinion/Don't Know

Classroom Impressions

The following statements relate to how you feel about your classes.

	SD	D	A	SA	NO/DK*	NR*
4. Most of my classes are too large	18%	60%	9%	2%	10%	2%
5. I often receive personal attention during class time from my teachers	9%	37%	38%	6%	10%	1%
6. There are many opportunities for me to present my ideas and opinions in class	3%	12%	57%	21%	5%	2%
7. I feel comfortable asking questions in class	10%	18%	51%	15%	4%	2%
8. Most of my classes are interesting and stimulating to me	8%	21%	51%	11%	7%	1%
9. It is important to my teachers that I attend class	3%	8%	31%	52%	5%	1%
10. It is important to my teachers that I am on time for class	4%	6%	31%	55%	3%	1%
11. There is a teacher I can talk to about any concerns or problems I have at school	11%	15%	42%	24%	8%	1%
12. Most of the staff members at school are helpful and receptive	5%	18%	55%	15%	4%	3%
13. Most teachers use a variety of activities in teaching their lessons (e.g., group work, discussion, roleplaying, etc.)	4%	7%	55%	32%	1%	2%

Feelings about Homeroom

The statements in this section relate to how you feel about your homeroom.

14. I usually feel comfortable in my homeroom class	6%	8%	49%	34%	2%	1%
15. My homeroom period gives me the opportunity to feel part of a group	8%	19%	48%	19%	5%	1%

*Indicates "no opinion or don't know."

*Indicates "no response."

	SD	D	A	SA	NO/DK[10]	NR[11]
16. My homeroom period gives me the opportunity to get to know the teacher better	10%	18%	45%	19%	7%	1%
17. The homeroom period is an important part of my day	12%	26%	38%	15%	7%	2%
18. The homeroom period provides me with an opportunity to learn about special events and activities at school	4%	14%	58%	22%	1%	1%

Homework, Exams and Study Skills

The statements in this section concern homework, exams, and how you study.

19. Homework is an important part of my studies	3%	5%	32%	59%	-	1%
20. Homework takes up a lot of my time	4%	22%	34%	36%	2%	2%
21. I feel nervous about tests.	5%	12%	41%	38%	3%	1%
22. I know how to prepare for my tests	3%	17%	62%	12%	4%	1%
23. I am getting better at organizing my time	5%	11%	61%	19%	2%	2%
24. I feel satisfied with the grades I am achieving so far this year	19%	33%	31%	11%	5%	2%
25. I don't care whether I pass or fail	81%	9%	2%	4%	3%	1%

Comfort at School

The statements in this section are concerned with how you feel about your present school.

26. I often feel left out and lonely at school	42%	37%	11%	4%	4%	2%
27. I feel afraid of some of the other students at school	41%	35%	17%	5%	1%	2%
28. My safety and security are sometimes threatened at school	38%	39%	14%	4%	1%	4%

[10]Indicates "no opinion or don't know."
[11]Indicates "no response."

	SD	D	A	SA	NO/DK[1]	NR[2]
29. Being accepted by my peers is very important to me	10%	17%	40%	25%	5%	2%
30. My social life is more important to me than school	32%	44%	7%	4%	9%	5%
31. I experience many frustrations during my school day	6%	35%	41%	14%	4%	1%
32. My interests are well represented by the Leadership Group	28%	29%	22%	7%	14%	1%
33. I find myself distracted from my studies because of a boy or a girl that I like	32%	34%	14%	13%	7%	1%
34 Overall, I feel happy in this school environment	5%	7%	52%	29%	4%	2%

School Personnel

35. Please indicate the person (or people) to whom you would go for help if you had a problem. Make a mark (✓) in the box beside the person if you would approach that person for help. You may mark as many people as apply.

The principal	23%	Your homeroom teacher	57%
The vice-principal	16%	Another of your current teachers	48%
A chairperson or department head	5%	A teacher from a previous grade or school	24%
The guidance counsellor	57%	Other (please specify)	42%

[1] Indicates "no opinion or don't know."
[2] Indicates "no response."

General Comments

36. How do you feel about going into Grade 9?

99 percent of the respondent made comments.

37. Please comment on any other areas of your school life that are of concern to you.

64 percent of the respondents made comments.

Please return the completed survey to your homeroom teacher.

THANK YOU FOR YOUR PARTICIPATION

APPENDIX B

Question 35: Please indicate the person (or people) to whom you would go for help if you had a problem -other.

Friends (55)[14]

Parents (44)

Family (35)

Gym teacher (2)

E.S.L. teacher (1)

Janitor (1)

No one from school (1)

Phys Ed teacher (1)

Social Worker (1)

Jesus (1)

Hockey Coach (1)

[14]The number of people who made this comment is reported in brackets.

Question 36: How do you feel about going into Grade 9?

I'm nervous; scared; insecure. (24)

I feel good, excited, can't wait. (19)

Scared that the older kids may bug, beat me. (15)

O.K. (10)

I'm slightly worried about the homework. (10)

A little nervous and fairly excited. (9)

I'm looking forward to it because I can meet new people. (9)

I hope it will be a good experience for me, and hope to learn a lot of new things. (8)

I feel that it will be just another grade. (5)

I am worried about exams. (4)

I'm a bit worried about it. (4)

I'm not sure; it will be different. (4)

I feel kind of apprehensive about attending a school that is so big and there's more responsibility. (3)

It will be different because there will be a lot of people I won't know. (3)

I have mixed emotions and it will be interesting but I don't want to feel inferior. (3)

I feel a bit scared because it is a new challenge. (3)

I'm scared of getting lost in school. (3)

I feel excited and nervous. I'm nervous because there is much more responsibility. I think I'll feel stressed out. I can't wait for a better selection of classes and boys. (2)

Confident because it's like starting over. (2)

Happy because I will get more freedom. (2)

I feel bad when I'm going to Grade 9. (2)

I feel very good, but not sure about my course. (2)

I think it will be hard and I won't be able to do some things. (2)

I feel nervous because lots of tall guys will be smoking or pressuring me to do drugs. (2)

I am quite confused because I don't know if I'll make the right decisions and keep my marks up. (2)

I'm a little nervous, but I'm sure that I will make a good impression. (1)

I feel that I'm going to be in the same class as my friends and kids in the older grades might not like me. (1)

My parents and other people make me feel confident about Gr. 9. (1)

Don't know what to take. (1)

I don't know what we need and who will give us books. (1)

Cool, you know. I know a lot of people in almost every school. (1)

I feel High School is a mysterious place with big tall people who smoke and fight. (1)

I felt frightened, but it doesn't scare me anymore because I know more about High School. (1)

I feel there should be more programs in Grade 9 and the semestered school is a bad idea. (1)

I feel I'm not ready because I've only studied English for 2 years. (1)

I feel confident and have no fear of getting beat up because I know a lot of people. (1)

I feel confident. (1)

I feel proud but I have to work harder. (1)

I feel hesitant about the transition since there are too many uncertainties and uneasiness in the the atmosphere. (1)

I don't know whether I'll pass Grade 8 yet. (1)

I feel sad because I'm already having trouble with my homework. (1)

I feel its a big step in my life. (1)

I feel frustrated because people are telling me all different places to go. (1)

I'm afraid I'll be left out. (1)

I am afraid of my grades and the other kids look mean and rude. (1)

I feel great since I've achieved something. (1)

As I go into Grade 9, I wonder whether I be able to get a decent job. (1)

I feel its going to be weird, because you have to take 4 instead of 8 classes. (1)

I feel it will be easy if I'm organized. (1)

Question 37: Please comment on any other areas of your school life that are of concern to you.

Nothing. (25)

My main concern is to pass all my subjects. (16)

Better facilities, more team spirit. (9)

I'm worried about my social development since I'm easily intimidated. (5)

More lunchtime. (4)

The things that concern me are the bigger students. (4)

I think the periods are too long and boring. (4)

Some teachers want respect from their students, but they don't respect the students. (3)

I want people to accept me for who I really am and not by what other people say. (3)

I think some teachers are not fair. (3)

I would like more freedom to go to our lockers. (2)

Responsibility of the students towards the environment worries me. (2)

Mostly exams that I am afraid of and how much harder the work will be. (2)

I want better marks. (2)

I like school activities and I think they are very important. (2)

Mostly friends. (2)

One thing that concerns me is that choosing courses is very hard. (2)

Either too much or too little homework. (1)

It concerns me that I think about other things during a test. (1)

There is not enough structure in the school since kids do what they like. Not a positive attitude towards school from a lot of kids. (1)

Initiation. (1)

I hope that the classes aren't big. (1)

People stealing from my desk. (1)

I know a lot of people who take drugs and I think that might be a problem. (1)

I don't like the fact that I have to sing Christmas songs when I am not Christian. (1)

I think the point system sometimes makes people decide whether to do the work or go to the club. (1)

The school takes too long to end. (1)

I feel we shouldn't have band practices in the mornings. (1)

I am very nervous. (1)

I think we should have some more field trips to learn from the outside world. (1)

I will not have so much time to play and watch T.V. (too much homework).

Practices after school go too late in the winter time and it gets dark. (1)

I am concerned about the fact that I now have to be more independent. (1)

APPENDIX C

December 10, 1990

Dear Grade 9 Students:

On the next few pages is a survey that all Grade 9 students in this school will be asked to complete. The survey is being given to assist in determining what areas of school life as you perceive it, are of greatest concern to you. It is hoped that this information will help to establish policies and procedures which will alleviate any areas of discomfort in the transition from Grade 8 to 9.

Please give honest answers to the questions. All responses will be anonymous, so you do **not** have to put your name on the survey. Since this is a survey of opinions, it is important that you indicate <u>your own opinions</u>, regardless of whether you think other people might agree or disagree with you. There are no "right" or "wrong" answers to these statements.

Your opinions in completing this survey are greatly appreciated and will have an impact on future programs offered at John Buchan Sr. P.S. and Stephen Leacock C.I.

Please tear off this letter and return the completed survey to your homeroom teacher.

TRANS.YRS\mj

TRANSITION YEARS SURVEY - GRADE 9 STUDENTS

NUMBER OF RESPONDENTS = 145

Background Information

Please mark (✓) the appropriate box for each of the following.

1. Your present age in years: . ..(Average) 14.5

   Range = 13 - 19 years

2. Your Gender: Male . . 60%

   Female . . 40%

3. Are you currently taking an ESL course?

   Yes . . . 19%

   No . . . 80%

   No Response 1%

Please indicate your degree of agreement with each of the following statements, where:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly Agree (SA)

5 = No Opinion/Don't Know

Classroom Impressions

The following statements relate to how you feel about your classes.

	SD	D	A	SA	NO/DK[14]	NR[15]
4. Most of my classes are too large	10%	61%	20%	1%	6%	1%
5. I often receive personal attention during class time from my teachers.	14%	37%	30%	4%	13%	2%
6. There are many opportunities for me to present my ideas and opinions in class.	8%	18%	54%	14%	6%	1%
7. I feel comfortable asking questions in class.	9%	16%	51%	16%	6%	3%
8. Most of my classes are interesting and stimulating to me.	10%	30%	43%	8%	7%	2%
9. It is important to my teachers that I attend class	2%	6%	43%	43%	5%	1%
10. It is important to my teachers that I am on time for class	1%	4%	40%	50%	5%	-
11. There is a teacher I can talk to about any concerns or problems I have at school.	16%	26%	30%	12%	14%	2%
12. Most of the staff members at school are helpful and receptive.	5%	14%	61%	11%	8%	1%
13. Most teachers use a variety of activities in teaching their lessons (e.g., group work, discussion, roleplaying, etc.).	7%	16%	52%	19%	5%	1%

Feelings about Homeroom

The statements in this section relate to how you feel about your homeroom.

14. I usually feel comfortable in my homeroom class	6%	12%	56%	21%	3%	2%
15. My homeroom period gives me the opportunity to feel part of a group	8%	17%	48%	12%	12%	3%

[14]Indicates "no opinion or don't know."

[15]Indicates "no response."

	SD	D	A	SA	NO/DK[27]	NR[28]
16. My homeroom period gives me the opportunity to get to know the teacher better.	8%	22%	44%	15%	9%	2%
17. The homeroom period is an important part of my day	10%	26%	35%	13%	12%	3%
18. The homeroom period provides me with an opportunity to learn about special events and activities at school.	7%	12%	57%	17%	6%	1%

Homework, Exams and Study Skills

The statements in this section concern homework, exams, and how you study.

19. Homework is an important part of my studies	3%	6%	50%	38%	1%	1%
20. Homework takes up a lot of my time.	3%	17%	45%	29%	4%	2%
21. I feel nervous about examinations.	3%	20%	30%	41%	3%	2%
22. I know how to prepare for my examinations.	3%	15%	58%	15%	7%	1%
23. I am getting better at organizing my time.	8%	18%	52%	13%	6%	2%
24. I feel satisfied with the grades I am achieving so far this year.	17%	43%	25%	8%	6%	3%
25. I don't care whether I pass or fail.	83%	7%	3%	3%	2%	2%

Comfort at School

The statements in this section are concerned with how you feel about your present school.

26. I often feel left out and lonely at school.	34%	45%	10%	4%	7%	1%
27. I feel afraid by some of the other students at school.	32%	37%	19%	6%	6%	1%
28. My safety and security are sometimes threatened at school.	30%	39%	14%	6%	9%	2%

[27]Indicates "no opinion or don't know."

[28]Indicates "no response."

	SD	D	A	SA	NO/DK[a]	NR[b]
29. Being accepted by my peers is very important to me.	8%	13%	46%	19%	12%	3%
30. My social life is more important to me than school.	21%	43%	15%	6%	13%	3%
31. I experience many frustrations during my school day.	6%	30%	35%	15%	15%	1%
32. My interests are well represented by the Student Activity Council (SAC).	15%	30%	30%	2%	20%	3%
33. I find myself distracted from my studies because of a boy or a girl that I like.	19%	41%	19%	6%	11%	4%
34. Overall, I feel happy in this school environment.	5%	12%	53%	26%	3%	1%

School Personnel

35. Please indicate the person (or people) to whom you would go for help if you had a problem. Make a mark (✓) in the box beside the person if you would approach that person for help. You may mark as many people as apply.

The principal	12%	Your homeroom teacher	36%
The vice-principal	12%	Another of your current teachers	41%
A chairperson or department head	6%	A teacher from a previous grade or school	30%
The guidance counsellor	50%	Other (please specify)	27%

[a] Indicates "no opinion or don't know."
[b] Indicates "no response."

General Comments

36. What are your feelings about the change from Grade 8 to Grade 9?

19 percent of the respondents made comments.

37. Please comment on any other areas of your school life that are of concern to you.

59 percent of the respondents made comments.

Please return the completed survey to your homeroom teacher.

THANK YOU FOR YOUR PARTICIPATION

APPENDIX D

Question 35: Please indicate the person (or people) to whom you would go for help if you had a problem - other.

Friends (36)[21]

Parents (15)

Relatives (family) (8)

Girl/boy friend (2)

Manager (employer) (2)

Student council (1)

Baseball coach (1)

Help phone lines (1)

Art counsellor (1)

[21]The number of students who made the comment appears in brackets.

Question 36: What are your feelings about the change from grade 8 to grade 9?

I feel bigger, happy, older. (7)

Nothing. (7)

O.K./ Nice (5)

More responsibility. (5)

More freedom; more independence (5)

It is very different. (4)

Different because of more people but I like it here. (3)

I feel better in this school. (2)

There is no change. (2)

It's okay but we have less subjects, more homework and more responsibility. (2)

Change wasn't that hard, because I knew a lot of people, easy to adjust. (2)

It was no trouble, in fact I find grade 9 easy. (2)

Much harder and longer classes. (2)

There is nothing really to it at all; pretty easy and I have no problems. (2)

Grade 9 is easier, teachers are more loose. (2)

Less complicated. (2)

I feel grade 9 is a lot easier, but there is more homework. (2)

Grade 9 is a transition year and it is normal to feel nervous. (2)

The change wasn't that big considering that my Junior High was connected to my present High School. (2)

Not a big change, except for timing and sharing lockers. (1)

Pretty good so far. (1)

Like the change, since more new people and things to do. (1)

A lot harder and more work; sometimes I get frustrated but overall its alright. (1)

The change is not bad, but the work is harder. There are more people I know and teachers don't nag. (1)

A great change - not just the people being different. Lot of homework and exams to keep me busy. (1)

It is different since there are exams. Trying to cope with the work is hard, but I will have to get used to it. (1)

I have just arrived in Canada and haven't studied in grade 8, so don't know the feelings of this change. (1)

Enjoyed grade 8 more, because there weren't as many people. (1)

Same as any school year at Public School. (1)

It feels the same, only a larger and busier environment with more friends. (1)

It is very different than my previous school and a lot harder. (1)

It takes a little while to get used to the longer periods. (1)

I like it because it is more of a challenge. (1)

It feels great and I like it more than last year. (1)

It does not seem like much of a change to me; its like going to a new school. (1)

I feel that the change has been good for me because I am new here and I needed some friends. (1)

Grade 9 is not as much fun as grade 8, it is way too boring. (1)

It is a big change and I don't like it at all, because I come from another country and I don't know anyone since the school is so big. (1)

It wasn't as difficult as I expected. (1)

Great. (1)

I feel that the environment is more laid back, yet challenging due to the semester system. (1)

Better than expected. (1)

I came here just few months, so I feel everything is new. (1)

Its just having to adjust to the new system, such as longer classtime, new teacher, etc. (1)

Pretty good although I am in grade 10 but in a grade 9 homeform. (1)

It is such a change from my previous school and I'm having a little trouble in one subject but am improving a lot. (1)

Teachers don't really care too much. (1)

I need to work harder to achieve good goals and focus on my school work, not my social life because I've got plenty of time for that (1)

The overall transition is relatively easy, but some adjustments have to be made. (1)

I think it is a tremendous step from grade 8, because you are entering a new school environment. (1)

The change was hard at first but when things settled down it was alright. (1)

I underestimated the work potency and its making me not achieve what I want. (1)

Its a big change and an awful time for everyone. (1)

Its okay and in grade 8 being in one class with the same people didn't help me make many friends. The classes here help me make new friends. (1)

Have to study hard. (1)

A lot different, as classes are much longer. (1)

More freedom, more say and people listen to us. We are the babies of the school. (1)

I hate grade 9 (1)

Grade 8 had more interesting activities. (1)

Some people are nice, but some are rude. At my old school, everyone was nice. (1)

It's a big change that takes a lot of getting used to, but as long as you're well prepared you'll get over the change quickly. (1)

That's life. (1)

I feel that things have changed and I'm learning more about things that happened. (1)

Grade 9 is going very smoothly. (1)

It's a lot different because last year I was one of the oldest, but this year I am one of the youngest. (1)

Very interesting. (1)

I don't know. But I don't like it very much because we don't have enough P.A. days. (1)

I think I was good, but I was afraid I would have no friends here. (1)

Question 37. Please comment on any other areas of your school life that are of concern to you.

I am interested in more athletics (volleyball) etc. (21)

More lunch time and cheaper S.A.C. cards. (4)

Students should not have to share lockers. (3)

I want to see a tenpin bowling team formed by the 1991 school year. (2)

I am concerned about our environment. (2)

I am concerned about the degree of smoking and drug abusing in the school. (2)

My ESL performance. (2)

Nothing. (2)

No time to socialize. (2)

I feel some teachers aren't teaching well (e.g., they go too fast). (2)

The halls are too crowded, other than that its fun because I like playing the drums. (1)

I would like to see more activities done for the school. (1)

If a student does not attend class then it's her problem and not the schools'. (1)

My subjects this semester are all hard and I have to study a lot. I hope this does not happen next year. (1)

No discipline. (1)

Too many people and too little space. (1)

I am concerned about my credits and whether I should take summer school for me to graduate early. (1)

Teachers are too serious. They won't let us talk. (1)

I am satisfied with my school life. (1)

I disagree with homework, because students come to school from 9:00 to 15:10 and I think that's more than enough time to spend in school and get work completed. I don't think students should be punished for being late. (1)

The vandalism on lockers by smokers who puff indoors. (1)

Lunch is boring, no activities besides intermural. The school ought to give tests to place students in grades according to scores and achievement. (1)

French should not be compulsory. (1)

If I do something wrong and I didn't mean to, I should be accepted as before by my teachers. (1)

Not enough minor extra-curricular activities. (1)

Dramatic arts is the biggest concern. (1)

Teachers have no sense of humour and most are not friendly. (1)

Locker area is too crowded. (1)

Exams, homework, projects. (1)

Computer. (1)

People that are older have a habit of being rude. (1)

Some people dislike others because of jealousy and that causes fights. (1)

APPENDIX E

TRANSITION YEARS SURVEY - GRADE 8 AND 9 STUDENTS

Background Information

Please answer the following.

		Grade 8 (N=170)	Grade 9 (N=145)
1. Your present age in years: ...(Average)		13.1	14.5
		Range = 12 - 14 years	Range = 13 - 19 years
2. Your Gender:	Male	45%	60%
	Female	54%	40%
	No Response . .	1%	-
3. Are you currently taking an ESL course?			
	Yes	11%	19%
	No	88%	80%
	No Response . .	2%	1%

Classroom Impressions

The following statements relate to how you feel about your classes.

		SD/D[a]	SA/A[b]	SIG[c]	NO/DK[d]	NR[e]
4. Most of my classes are too large	Grade 8	78%	11%	*	10%	2%
	Grade 9	71%	21%		6%	1%
5. I often receive personal attention during class time from my teachers	Grade 8	45%	44%	*	10%	1%
	Grade 9	51%	34%		13%	2%
6. There are many opportunities for me to present my ideas and opinions in class	Grade 8	15%	78%	*	5%	2%
	Grade 9	26%	68%		6%	1%
7. I feel comfortable asking questions in class	Grade 8	28%	66%		4%	2%
	Grade 9	25%	67%		6%	3%
8. Most of my classes are interesting and stimulating to me	Grade 8	29%	62%	*	7%	1%
	Grade 9	40%	51%		7%	2%
9. It is important to my teachers that I attend class	Grade 8	11%	83%		5%	1%
	Grade 9	8%	87%		5%	1%
10. It is important to my teachers that I am on time for class	Grade 8	9%	87%		3%	1%
	Grade 9	5%	90%		5%	-
11. There is a teacher I can talk to about any concerns or problems I have at school	Grade 8	25%	66%	*	8%	1%
	Grade 9	41%	43%		14%	2%
12. Most of the staff members at school are helpful and receptive	Grade 8	24%	69%		4%	3%
	Grade 9	19%	72%		8%	1%
13. Most teachers use a variety of activities in teaching their lessons (e.g., group work, discussion, roleplaying, etc.)	Grade 8	10%	88%	*	1%	2%
	Grade 9	23%	71%		5%	1%

[a]Indicates a combination of the "strongly disagree" and "disagree" categories.
[b]Indicates a combination of the "strongly agree" and "agree" categories.
[c]Indicates whether a significant difference in student opinion exists by an asterisk.
[d]Indicates "no opinion or don't know."
[e]Indicates "no response."

Feelings about Homeroom

The statements in this section relate to how you feel about your homeroom.

		SD/D[a]	SA/A[b]	SIG[c]	NO/DK[d]	NR[e]
14. I usually feel comfortable in my homeroom class	Grade 8	14%	83%	*	2%	1%
	Grade 9	17%	77%		3%	2%
15. My homeroom period gives me the opportunity to feel part of a group	Grade 8	27%	67%		5%	1%
	Grade 9	26%	60%		12%	3%
16. My homeroom period gives me the opportunity to get to know the teacher better	Grade 8	28%	64%		7%	1%
	Grade 9	30%	59%		9%	2%
17. The homeroom period is an important part of my day	Grade 8	38%	54%		7%	2%
	Grade 9	36%	48%		12%	3%
18. The homeroom period provides me with an opportunity to learn about special events and activities at school	Grade 8	17%	81%		1%	1%
	Grade 9	19%	73%		6%	1%

Homework, Exams and Study Skills

The statements in this section concern homework, exams, and how you study.

19. Homework is an important part of my studies	Grade 8	8%	91%	*	-	1%
	Grade 9	9%	88%		1%	1%
20. Homework takes up a lot of my time	Grade 8	26%	70%		2%	2%
	Grade 9	20%	74%		4%	2%
21. I feel nervous about tests.	Grade 8	17%	79%		3%	1%
	Grade 9	23%	71%		3%	2%

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[a]Indicates a combination of the "strongly disagree" and "disagree" categories.
[b]Indicates a combination of the "strongly agree" and "agree" categories.
[c]Indicates whether a significant difference in student opinion exists by an asterisk.
[d]Indicates "no opinion or don't know."
[e]Indicates "no response."

		SD/D[a]	SA/A[b]	SIG[c]	NO/DK[d]	NR[e]
22. I know how to prepare for my tests	Grade 8	20%	75%		4%	1%
	Grade 9	18%	73%		7%	1%
23. I am getting better at organizing my time	Grade 8	15%	80%	*	2%	2%
	Grade 9	26%	66%		6%	2%
24. I feel satisfied with the grades I am achieving so far this year	Grade 8	52%	42%		5%	2%
	Grade 9	59%	32%		6%	3%
25. I don't care whether I pass or fail	Grade 8	90%	6%		3%	1%
	Grade 9	90%	6%		2%	2%

Comfort at School

The statements in this section are concerned with how you feel about your present school.

26. I often feel left out and lonely at school	Grade 8	79%	15%		4%	2%
	Grade 9	79%	14%		7%	1%
27. I feel afraid of some of the other students at school	Grade 8	76%	2[illegible]%		1%	2%
	Grade 9	69%	24%		6%	1%
28. My safety and security are sometimes threatened at school	Grade 8	77%	18%		1%	4%
	Grade 9	70%	19%		9%	2%
29. Being accepted by my peers is very important to me	Grade 8	27%	65%		5%	2%
	Grade 9	21%	64%		12%	3%
30. My social life is more important to me than school	Grade 8	76%	11%	*	9%	5%
	Grade 9	63%	20%		13%	3%

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[a]Indicates a combination of the "strongly disagree" and "disagree" categories.
[b]Indicates a combination of the "strongly agree" and "agree" categories.
[c]Indicates whether a significant difference in student opinion exists by an asterisk.
[d]Indicates "no opinion or don't know."
[e]Indicates "no response."

		SD/D[a]	SA/A[b]	SIG[c]	NO/DK[d]	NR[e]
31. I experience many frustrations during my school day	Grade 8	41%	54%		4%	1%
	Grade 9	35%	49%		15%	1%
32. My interests are well represented by the Leadership Group	Grade 8	57%	29%		14%	1%
	Grade 9	46%	32%		20%	3%
33. I find myself distracted from my studies because of a boy or a girl that I like	Grade 8	65%	27%		7%	1%
	Grade 9	60%	25%		11%	4%
34. Overall, I feel happy in this school environment	Grade 8	12%	82%		4%	2%
	Grade 9	17%	79%		3%	1%

School Personnel

35. Please indicate the person (or people) to whom you would go for help if you had a problem. Make a mark (✓) in the box beside the person if you would approach that person for help. You may mark as many people as apply.

	Gr. 8	Gr. 9	SIG		Gr. 8	Gr. 9	SIG
The principal	23%	12%	*	Your homeroom teacher	57%	36%	*
The vice-principal	16%	12%		Another of your current teachers	48%	41%	
A chairperson or department head	5%	6%		A teacher from a previous grade or school	24%	30%	
The guidance counsellor	57%	50%		Other (please specify)	42%	27%	*

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[a]Indicates a combination of the "strongly disagree" and "disagree" categories.
[b]Indicates a combination of the "strongly agree" and "agree" categories.
[c]Indicates whether a significant difference in student opinion exists by an asterisk.
[d]Indicates "no opinion or don't know."
[e]Indicates "no response."

APPENDIX F

THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

TO: Teachers at John Buchan Sr. P.S. **DATE:** December 10, 1990

FROM: Chuck Pritchett
Principal
John Buchan Sr. P.S.

SUBJECT: TRANSITION YEARS

This questionnaire will serve to determine what perception teachers have of the transition years as they impact on the lives of the students and staff. It is hoped that your responses will give insight into practices at John Buchan Sr. P.S. that relate to issues that are central to the transition years (i.e., curriculum, instruction, student evaluation, needs of students, a sense of home/community, and collegiality).

We appreciate your sincere responses, as these will determine the focus and direction the Transition committee takes in establishing a common program for the transition years. All your responses will be anonymous.

Please return the completed survey to Al Pawlak by December 21, 1990.

TRANS.YRS\SUR.G9:mj

TRANSITION YEARS SURVEY - GRADES 7 AND 8 TEACHERS

NUMBER OF RESPONDENTS = 27

Background Information

Please answer the following.

1. How many years have you been teaching (in total)? . . . . . .(Average) 18.3

Range = 1 - 31 years.

For each of the statements that follow, please circle the number that best represents your opinion.

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)
5 = No Opinion/Don't Know

Students' Needs

	SD	D	A	SA	NO/DK[42]	NR[43]
2. Most Grade 8 students feel lonely and alienated.	26%	74%	-	-	-	-
3. Students' social lives are vitally important at this stage of their lives.	-	-	26%	74%	-	-
4. The interest of Grade 8 students are met by the Leadership Group	4%	37%	37%	4%	15%	4%
5. I perceive the need to serve a wider range of backgrounds, abilities and needs of students in Grade 8.	7%	19%	48%	26%	-	-
6. Students in Grade 8 need immediate gratification and feedback.	-	22%	48%	30%	-	-

7. Comments relating to students' needs in Grade 8:

41 percent of the respondents made comments.

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[42]Indicates "no opinion or don't know."
[43]Indicates "no response."

Teaching/Evaluation Strategies

For questions 8-18, please indicate (a) how often you engage in each of the practices listed, and b) how important it is for teachers of students in the Transition Years to do as stated.

Part A:

1 = Rarely
2 = Sometimes
3 = Often
4 = Most of the time
NR = No Response

Part B:

1 = Not at all important
2 = Not very important
3 = Important
4 = Very important
NR = No Response

	A. How often do I..					B. How important is it for teachers of students in transition years to ..				
	1	2	3	4	NR	1	2	3	4	NR
8. take the time to assess the learning styles of the students.	4%	26%	59%	11%	-	-	-	63%	33%	4%
9. use a variety of teaching strategies and activities in lessons.	-	-	56%	44%	-	-	-	41%	56%	4%
10. create opportunities for students to respond with their ideas and opinions.	-	15%	52%	30%	4%	-	-	44%	52%	4%
11. encourage class participation.	-	-	22%	78%	-	-	-	30%	67%	4%
12. treat the students' ideas and opinions with respect.	-	-	7%	93%	-	-	-	7%	89%	4%
13. make classes interesting and stimulating.	-	-	48%	52%	-	-	-	33%	63%	4%
14. use a variety of evaluation methods.	-	-	41%	52%	7%	-	-	37%	56%	7%
15. try to allay students' fears about tests.	-	15%	52%	33%	-	-	-	63%	33%	4%
16. help students prepare for tests.	-	19%	41%	41%	-	-	-	52%	44%	4%
17. help students refine their time management skills.	-	26%	48%	26%	-	-	4%	56%	37%	4%
18. have time to give personal attention to the students during class.	-	30%	48%	19%	4%	-	-	56%	41%	4%

19. Comments relating to teaching/evaluation strategies in Grade 8:

37 percent of the respondents made comments.

Homeroom

Please indicate your level of agreement with each of the following statements as they apply to you.

	SD	D	A	SA	NO/DK[44]	NR[45]
20. I usually feel comfortable with homeroom duties.	-	7%	48%	33%	7%	4%
21. My homeroom period gives me the opportunity to get to know my students better.	-	15%	37%	30%	15%	4%
22. A homeroom period is beneficial to assist the students with their organizational skills.	-	7%	44%	37%	7%	4%

23. Comments relating to the homeroom class:

48 percent of the respondents made comments.

School Environment

24. Most of the Grade 8 classes are too large.	-	33%	44%	19%	4%	-
25. I feel satisfied with the grades that Grade 8 students are achieving.	-	41%	48%	4%	4%	4%
26. I perceive the need for a set of minimum requirements with which to evaluate students	-	26%	37%	22%	7%	7%
27. Homework assignments are an integral part of the curriculum.	-	11%	48%	37%	4%	-
28. It is important to me to have more opportunities to learn about a variety of teaching strategies.	-	11%	52%	37%	-	-
29. I experience many frustrations during the school day.	11%	48%	30%	7%	-	4%
30. I sometimes feel alienated from the rest of the staff.	37%	44%	15%	4%	-	-
31. I feel uncomfortable with colleagues in my classroom.	52%	37%	4%	-	-	7%

[44]Indicates "no opinion or don't know."

[45]Indicates "no response."

School Environment - Continued

	SD	D	A	SA	NO/DK[46]	NR[47]
32. Collegial interaction among teachers is very important to the school program.	4%	-	30%	52%	11%	4%
33. Teachers planning with other teachers is a worthwhile experience.	-	-	52%	44%	4%	-
34. Subject disciplines are isolated from one another.	11%	41%	33%	15%	-	-
35. Subject disciplines should be more integrated.	-	22%	48%	30%	-	-
36. **ESL teachers** should be teaching partners.	-	7%	56%	19%	19%	-
37. **Special Education teachers** should be teaching partners.	-	7%	56%	22%	15%	-
38. **Librarians** should be teaching partners.	-	-	67%	33%	-	-
39. **Guidance Personnel** should be teaching partners.	-	4%	67%	22%	7%	-

40. Comments relating to the school environment for teachers in Grades 7 and 8:

37 percent of the respondents made comments.

General Comments

41. What are your comments regarding a program to meet the needs of students in the transition years?

Positive Aspects:

48 percent of the respondents made comments.

Negative Aspects:

37 percent of the respondents made comments.

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[46]Indicates "no opinion or don't know."

[47]Indicates "no response."

42. How do you feel about Buchan-Leacock teachers being involved in the Transition Years Pilot Project?

Positive Aspects:

63 percent of the respondents made comments.

Negative Aspects:

37 percent of the respondents made comments.

THANK YOU FOR PARTICIPATING

Please return the completed survey to Al Pawlak by December 21, 1990.

APPENDIX G

Question 7: Comments relating to students' needs in Grade 8:

It is important for students to have people to whom he/she can turn for advice, etc. Beneficial if they have it at school. (3)[48]

Like all children and adults they need respect, warmth and to be taught. (2)

Relationship to peers and adults. (1)

Counselling opens communication lines and improves the comfort zone. (1)

Need to be aware of future opportunities beyond High Schools so as to make wise choices in credits and levels. Various careers in the technical field should be presented to them. (1)

The needs of 90% are met, but 10% will always not have their needs met by the system. (1)

They need more opportunities to practise charity with each other, the school environment and the world around them. (1)

[48]The number of teachers who made the comments appears in brackets.

Question 19: Comments relating to teaching/evaluation strategies in Grade 8.

Evaluation by observation and personal interaction is valuable in assessing the abilities of a student. (2)

I see too great a range in marking schemes in our school. (1)

I believe that it is beneficial for students to be introduced to objective type tests (multiple choice) (1)

Students must strive to be independent workers but need to be taught the skills to do so. Directed project work gives them the opportunity to work alone but with some teacher input. (1)

Grade 8's are capable of evaluating themselves and should be given the opportunity to do this when possible. (1)

Would anyone respond differently? (1)

Most subjects are evaluated using the summative test approach. I find this deplorable. (1)

TRANSITION YEARS SURVEY - GRADE 7 AND 8 TEACHERS

Question 23: Comments relating to the homeroom class:

Every teacher should have one to get to know the students on a more personal level. (5)

I find it a great time to relay messages and announcements. (3)

Essential to student organization skills. (2)

Homeroom time is great. (2)

Presently I don't have one. In the past I found it very important for students to have a class to relate to. (2)

It isn't a long enough period of time to do all that is stated in the questionnaire, but I realize it is important. (1)

A set time must be devoted after general announcements. (1)

Question 40: Comments relating to the school environment for teachers in Grades 7 and 8:

There is very little time for the communication and co-operation that is needed between teachers. (2)

A happy team of teachers makes for a productive environment for student growth. (1)

When a student is designated as having a special need, it should be dealt with in a special room. (1)

Too many students of the same age and with the same kind of problems. (1)

I believe that more staff social events should be held. (1)

The staff is helpful, encouraging and fun. They all seem to care about their students. (1)

Students have different learning styles, teachers have different teaching styles and so they are comfortable with different methods. (1)

Working together with others greatly improves any teacher's skill and knowledge. (1)

Question 41: What are your comments regarding a program to meet the needs of students in the transition years?

Positive Aspects

We cannot ignore the needs of individual students. Student body must be nurtured; good learning needs to be fostered. (1)

Students need all the guidance they can get. We have to make sure we're getting out what we put in. (1)

It can only have beneficial effects on students. (1)

Interesting subject matter. (1)

High School personnel are finally realizing that they need to get more involved in the success and personal development of students. (1)

I think we are already doing lots of things to meet the needs of students. (1)

I think it is good not to separate students only because of their abilities. All levels and abilities should be met in the same school. (1)

We can all learn from each other. (1)

It is necessary to address the emotional needs of these students. Strategies should be developed in the curriculum to teach life skills (e.g., problem-solving skills) to help address students' needs (e.g., social and emotional growth). If this is done, students will be better able to cope with academics. (1)

I believe that the idea of a homeroom for grade 9 would be valuable. (1)

Negative Aspects:

It may mean more work for teachers. (2)

I often feel bogged down by it. I hate the idea of destreaming, since bright students will have less attention. (2)

Maintaining a program which is challenging yet non-threatening, achievement oriented yet not impersonal, rewarding not stifling. (1)

Guides should be more teacher friendly and fewer; more realistic expectations. Rather than smattering of a myriad of topics, more solidified, integrated learning should take place. (1)

Students will have frustration if needs are not met in Grade 7 and 8. (1)

I wonder if this is truly possible. (1)

Not really sure. (1)

Question 42. How do you feel about Buchan-Leacock teachers being involved in the Transition Years Pilot Project?

Positive Aspects:

Help us to communicate and break the barrier between the two schools. (4)

Worthwhile project. (3)

Very good for staff interaction re: teaching strategies, learning styles, more joint learning ventures for staff and students. (2)

It is far better to be proactive than reactive. (1)

Life is a transition. (1)

A good project necessary to adjust our teaching to suit individual needs. (1)

Good for first hand input. (1)

Great. (1)

Good to help us better prepare ourselves for changes in the future. (1)

The student's needs come first. (1)

Good people in our school, but not theirs. (1)

Same methods and approaches can be used by the 2 groups in their own settings. (1)

Negative Aspects:

Some High School teachers are not progressive. (1)

I see this project as a political move due to cultural pressures. (1)

The curricula are so different it creates problems and conflicting arguments. (1)

I am against all students spending another year at an even academic level when some are ready for a greater challenge. Some may be discouraged by their lack of success. (1)

A lot of work. Some things will not work, not everyone is willing to change. (1)

Projects work, but the final reality doesn't. (1)

It's going to be a rush job and not enough attention will be paid to important issues. (1)

I feel that transition does not necessarily mean interaction. Until the attitudes between the groups are more favourable, interactive transition cannot be accomplished comfortably and effectively. (1)

APPENDIX H

THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

TO: Grade 9 Teachers **DATE:** December 10, 1990

FROM: Stan Pearl
Principal
Stephen Leacock C.I.

SUBJECT: TRANSITION YEARS

This questionnaire will serve to determine what perception Grade 9 teachers have of the transition years as they impact on the lives of the students and staff. It is hoped that your responses will give insight into practices at Stephen Leacock C.I. that relate to issues that are central to the transition years (i.e., curriculum, instruction, student evaluation, needs of students, a sense of home/community, and collegiality).

We appreciate your sincere responses, as these will determine the focus and direction the Transition committee takes in establishing a common program for the transition years. All your responses will be anonymous.

Please return the completed survey to Lennox Borel by December 21, 1990.

TRANS.YRS\SUR.G9:mj

TRANSITION YEARS SURVEY - GRADE 9 TEACHERS

NUMBER OF RESPONDENTS = 24

Background Information

Please answer the following.

1. How many years have you been teaching (in total)? 17.0

Range = 7 - 27 years.

For each of the statements that follow, please circle the number that best represents your opinion.

1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)
5 = No Opinion/Don't Know

Students' Needs

	SD	D	A	SA	NO/DK[49]	NR[50]
2. Most Grade 9 students feel lonely and alienated.	4%	63%	25%	-	8%	-
3. Students' social lives are vitally important at this stage of their lives.	4%	8%	29%	58%	-	-
4. The interests of Grade 9 students are met by the SAC	21%	33%	25%	-	17%	4%
5. I perceive the need to serve a wider range of backgrounds, abilities and needs of students in Grade 9.	-	4%	63%	33%	-	-
6. Students in Grade 9 need immediate gratification and feedback.	-	17%	46%	29%	8%	-

7. Comments relating to students' needs in Grade 9:

21 percent of the respondents made comments.

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[49]Indicates "no opinion or don't know."
[50]Indicates "no response."

Teaching/Evaluation Strategies

For questions 8-18, please indicate (a) how often you engage in each of the practices listed, and b) how important it is for teachers of students in the Transition Years to do as stated.

Part A:

1 = Rarely
2 = Sometimes
3 = Often
4 = Most of the time

Part B:

1 = Not at all important
2 = Not very important
3 = Important
4 = Very important
NR = No Response

	A. How often do I..				B. How important is it for teachers of students in transition years to ..				
	1	2	3	4	1	2	3	4	NR
8. take the time to assess the learning styles of the student.	21%	33%	38%	8%	-	8%	63%	21%	8%
9. use a variety of teaching strategies and activities in lessons.	4%	29%	21%	46%	-	-	50%	42%	8%
10. create opportunities for students to respond with their ideas and opinions.	-	21%	42%	38%	-	-	42%	54%	4%
11. encourage class participation. .	-	8%	29%	63%	-	-	33%	63%	4%
12. treat the students' ideas and opinions with respect.	-	-	25%	75%	-	-	17%	79%	4%
13. make classes interesting and stimulating.	-	8%	50%	42%	-	4%	25%	67%	4%
14. use a variety of evaluation methods.	4%	21%	50%	25%	-	8%	46%	42%	4%
15. try to allay students' fears about examinations	8%	4%	29%	58%	4%	8%	29%	54%	4%
16. help students prepare for examinations	-	17%	25%	58%	-	4%	50%	42%	4%
17. help students refine their time management skills.	4%	13%	46%	38%	-	8%	38%	50%	4%
18. have time to give personal attention to the students during class. .	-	38%	38%	25%	-	-	42%	54%	4%

19. Comments relating to teaching/evaluation strategies in Grade 9.
25 percent of the respondents made comments.

Homeroom

Please indicate your level of agreement with each of the following statements as they apply to you.

	SD	D	A	SA	NO/DK[51]	NR[52]
20. A homeroom period gives teachers the opportunity to get to know their students better.	-	21%	42%	33%	-	4%
21. The homeroom period is an important part of the teacher's day.	4%	29%	54%	13%	-	-
22. A separate homeroom period sometime during the day would be beneficial to assist the students with their organizational skills.	8%	17%	42%	17%	13%	4%

23. Comments relating to the important of a homeroom class in Grade 9.

21 percent of the respondents made comments.

School Environment

24. Most of my Grade 9 classes are too large.	4%	21%	38%	38%	-	-
25. I feel satisfied with the Grades that my Grade 9 students are achieving.	-	33%	54%	4%	4%	4%
26. I perceive the need for a set of mimimum requirements with which to evaluate Grade 9 students.	-	17%	58%	13%	13%	-
27. Homework assignments are an integral part of the curriculum.	-	8%	33%	54%	-	4%
28. It is important to me to have more opportunities to learn about a variety of teaching strategies.	-	13%	50%	33%	4%	-
29. I experience many frustrations during the school day.	4%	42%	33%	13%	-	8%
30. I sometimes feel alienated from the rest of the staff.	25%	42%	25%	-	-	8%
31. I feel uncomfortable with colleagues in my classroom.	50%	29%	8%	8%	4%	-
32. Collegial interaction among teachers is very important to the school program.	4%	13%	38%	42%	-	4%

[51]Indicates "no opinion or don't know."

[52]Indicates "no response."

	SD	D	A	SA	NO/DK[53]	NR[54]
33. Teachers planning with other teachers is a worthwhile experience.	-	4%	63%	33%	-	-
34. Subject departments are isolated from one another.	-	17%	58%	21%	4%	-
35. Subject departments should be more integrated.	-	8%	54%	33%	4%	-
36. **ESL teachers** should be teaching partners.	-	-	63%	29%	8%	-
37. **Special Education teachers** should be teaching partners.	-	-	58%	29%	13%	-
38. **Librarians** should be teaching partners.	-	4%	54%	29%	13%	-
39. **Guidance Personnel** should be teaching partners.	-	8%	50%	29%	13%	-

General Comments

40. What are your comments regarding a program to meet the needs of students in the transition years?

Positive Aspects:

42 percent of the respondents made comments.

Negative Aspects:

29 percent of the respondents made comments.

41. How do you feel about Buchan-Leacock teachers being involved in the Transition Years Pilot Project?

Positive Aspects:

29 percent of the respondent made comments.

Negative Aspects:

8 percent of the respondent made comments.

THANK YOU FOR PARTICIPATING

Please return the completed survey to Lennox Borel by December 21, 1990.

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[53]Indicates "no opinion or don't know."

[54]Indicates "no response."

APPENDIX I

Question 7. Comments relating to students' needs in Grade 9.

More orientation is required. (2)[55]

Holistic approach is needed, absolutely mandatory. (1)

More remedial work for those who need it. (1)

Grade 9 students need clear expectations, materials which are suited to their needs and interests, and classes where they are challenged but have a reasonable chance of success. (1)

I think parents need to give more direction to their children at this age. (1)

[55]The number of teachers who made the comment appears in brackets.

Question 19. Comments relating to teaching/evaluation strategies in Grade 9

Class size and the energy of the students this year make some strategies difficult to achieve. (3)

Well thought out. (1)

Perhaps, rather than new approach, old problems should be looked at. (1)

Sometimes it is very frustrating. (1)

Courses are needed to review learning styles and evaluation techniques. (1)

Question 23. Comments relating to the importance of a homeroom class in Grade 9.

Homeroom is for students, regardless of burden on teachers. (1)

Homerooms give students a sense of identity. Subject oriented classes can sometimes be forfeited to deal with other concerns the students might have. (1)

Useless. (1)

If good class spirit can be created, this will give students a sense of togetherness and belonging. (1)

Provides a welcoming and supportive atmosphere for Grade 9 students. (1)

Question 40. What are your comments regarding a program to meet the needs of students in the transition years?

Positive Aspects:

The program will make them feel more comfortable in a High School environment. (2)

Stress a holistic approach; personal and societal values; growth and change. (1)

Need core competencies for each subject area; life skills taught through practical experiences. (1)

If we have to do it, I guess we have to. I would be interested to see the students' opinions regarding the transition years. (1)

All years are transition years. I feel though that a special program would still be beneficial. Whether that program is a lack of streaming is another point. (1)

Subject departments must work together to assist the students in understanding what is required of them in High School. (1)

The implicit ideals are wonderful but the reality is that the teacher has limited time and energy. (1)

The buddy system will work if we have some responsible senior students. (1)

Students should have fewer teachers. (1)

Negative Aspects:

Static security of the established order (status quo). (1)

Difficult to mix and match teachers and students when school is concerned about "saving" certain teachers. (1)

The classroom teacher makes choices as to his priorities. He cannot nor should be expected to meet demands that are unrealistic. There is a danger in overstructuring the teacher/student interaction. (1)

Some of them may feel threatened. (1)

I see the transition years as a focus on the personal curriculum of students and removing some of the concentration put on the school curriculum or content. (1)

Teachers will either end up teaching to the bottom or the top - at least half will suffer. This doesn't even take ESL or discipline problem into account. (1)

Question 41. How do you feel about Buchan-Leacock teachers being involved in the Transition Years Pilot Project?

Positive Aspects:

A step in the right direction. (3)

Excellent. (2)

The closeness of staff and students is ideal. (1)

Negative Aspects:

Started out with interested teachers but now seems a core group that were originally just chosen because they wanted to earn some summer money. (1)

ESL teachers should be involved. (1)

It appears as though we condone the idea. (1)

APPENDIX J

THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

TO: Non-Grade 9 Teachers
At Stephen Leacock C.I.

DATE: December 10, 1990

FROM: Stan Pearl
Principal
Stephen Leacock C.I.

SUBJECT: TRANSITION YEARS

This questionnaire will serve to determine what perceptions teachers have of the transition years as they impact on the lives of the students and staff. It is hoped that your responses will give insight into practices at Stephen Leacock C.I. about issues that are central to the transition years (i.e., curriculum, instruction, student evaluation, needs of students, a sense of home/community, and collegiality).

We appreciate your sincere responses, as these will determine the focus and direction the Transition committee takes in establishing a common program for the transition years. All your responses will be anonymous.

Please return the completed survey to Lennox Borel by December 21, 1990.

TRANSITION YEARS SURVEY - GRADE 10 - OAC TEACHERS

NUMBER OF RESPONDENTS = 29

Background Information

Please answer the following.

1. How many years have you been teaching (in total)? 16.8

Range = 2 - 29 years.

2. Have you ever taught Grade 9?

Yes	90%
No	7%
No Response . . .	3%

Please relate the following statements to the transition years and circle the number that best represents your opinion.

Teaching/Evaluation Strategies in Grade 9

For questions 3 to 11, please indicate **how important** it is for teachers of students in Grade 9 to do each of the practices listed.

1 = Not at all important 3 = Important
2 = Not very important 4 = Very important

	1	2	3	4	NO/DK[56]	NR[57]
3. Take the time to assess the learning styles of their students.	3%	7%	41%	35%	14%	-
4. Use a variety of teaching strategies and activities in their lessons.	-	3%	41%	55%	-	-
5. Create opportunities for students to respond with their ideas and opinions.	-	3%	31%	66%	-	-

[56]Indicates "no opinion or don't know."
[57]Indicates "no response."

	1	2	3	4	NO/DK[58]	NR[59]
6. Encourage class participation.	-	-	35%	66%	-	-
7. Treat their students' ideas and opinions with respect.	-	3%	17%	79%	-	-
8. Make their classes interesting and stimulating.	-	-	24%	76%	-	-
9. Use a variety of evaluation methods.	3%	14%	28%	55%	-	-
10. Have a set of minimum requirements with which to evaluate Grade 9 students.	3%	7%	38%	45%	7%	-
11. Have more opportunities to learn about a variety of teaching strategies.	3%	10%	55%	28%	3%	-

12. Comments relating to teaching/evaluation strategies in Grade 9.

14 percent of the respondents made comments.

Students' Needs in Grade 9

Please indicate your level of agreement with each of the statements that follow. (SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree)

	SD	D	A	SA	NO/DK	NR
13. Most Grade 9 students feel lonely and alienated	-	55%	21%	10%	10%	3%
14. Students' social lives are vitally important in Grade 9.	-	3%	38%	48%	10%	-
15. The interests of Grade 9 students are met by the SAC	7%	45%	3%	3%	41%	-
16. I perceive the need to serve a wider range of background, abilities and needs of students.	-	10%	45%	31%	14%	-
17. Students in Grade 9 need immediate gratification and feedback.	-	7%	59%	31%	3%	-

18. Comments relating to students' needs in Grade 9:

17 percent of the respondents made comments.

[58]Indicates "no opinion or don't know."

[59]Indicates "no response."

Exams, Homework, Time Management, and Grades in Grade 9

	SD	D	A	SA	NO/DK[60]	NR[61]
19. Teachers should try to allay Grade 9 students' fears about examinations.	-	14%	52%	35%	-	-
20. Teachers should help Grade 9 students prepare for examinations.	-	-	48%	48%	3%	-
21. Teachers should help their Grade 9 students refine their time management skills.	-	-	52%	45%	3%	-
22. Homework assignments are an integral part of the curriculum for Grade 9 students.	3%	3%	35%	55%	3%	-
23. I feel satisfied with the grades that Grade 9 students are achieving.	14%	10%	41%	7%	28%	-

24. Comments relating to exams, homework, time management and grades in Grade 9.

17 percent of the respondents made comments.

The Importance of a Homeroom Class in Grade 9

25. A homeroom period gives teachers the opportunity to get to know their students better.	21%	24%	41%	7%	3%	3%
26. The homeroom period is an important part of the teacher's day.	38%	21%	24%	3%	10%	3%
27. A separate homeroom period sometime during the day would be beneficial to assist the students with their organizational skills.	21%	21%	31%	14%	10%	3%

28. Comments relating to importance of having a homeroom class in Grade 9.

21 percent of the respondents made comments.

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[60]Indicates "no opinion or don't know."

[61]Indicates "no response."

	SD	D	A	SA	NO/DK[62]	NR[63]
Class Size in Grade 9						
29. Most of the Grade 9 classes are too large.	-	3%	24%	55%	17%	-
30. Teachers should have the time to give personal attention to the Grade 9 students during class.	-	-	35%	62%	3%	-
31. Comments relating to class size in Grade 9.						
14 percent of the respondents made comments.						
School Environment for Grade 9 Teachers						
32. Collegial interaction among teachers is very important to the school program.	-	7%	52%	35%	7%	-
33. Teachers planning with other teachers is a worthwhile experience.	-	3%	59%	24%	14%	-
34. Subject departments are isolated from one another. . .	-	10%	35%	45%	7%	3%
35. Subject departments should be more integrated.	7%	14%	41%	24%	10%	3%
36. **ESL teachers** should be teaching partners	3%	7%	41%	24%	21%	3%
37. **Special Education Teachers** should be teaching partners	3%	3%	52%	21%	17%	3%
38. **Librarians** should be teaching partners.	7%	3%	48%	21%	17%	3%
39. **Guidance Personnel** should be teaching partners. . .	7%	3%	52%	24%	10%	3%

General Comments

40. What are your comments regarding a program to meet the needs of students in the transition years?

Positive Aspects:

28 percent of the respondents made comments.

Negative Aspects:

24 percent of the respondents made comments.

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[62]Indicates "no opinion or don't know."

[63]Indicates "no response."

41. How do you feel about Buchan-Leacock teachers being involved in the Transition Years Pilot Project?

Positive Aspects:

35 percent of the respondents made comments.

Negative Aspects:

14 percent of the respondents made comments.

THANK YOU FOR PARTICIPATING

Please return the completed survey to Lennox Borel by December 21, 1990.

APPENDIX K

Question 12: Comments relating to teaching/evaluation strategies in Grade 9

None (1).

Teaching strategies mandated by the guideline (1).

I also believe in motherhood, apple pie and the Canadian flag (1).

For small classes all of the above are ideal and practical for classes over 20 this is a dream (1).

Question 18: Comments relating to students' needs in Grade 9

Course too academic for many - the non-academic courses are irrelevant to those for whom it was designed. (1)

Everyone likes immediate feedback. However immediate gratification is not something that should be given nor expected on a regular basis. (1)

In a small school, close personal contact is possible. These ideas are useful and important. (1)

Some of the needs are met by SAC. (1)

Question 24: Comments relating to exams, homework, time management and grades in Grade 9.

Exams can be highly motivational, but anyone who does all the homework must be able to pass. (1)

Homework should be minimal, but should be expected to be done. Study skills guides provided by Board should be part of teaching at Grade 9 levels. (1)

These are practical ideas in a small classroom setting. (1)

All students should improve time management skills. (1)

Question 28: Comments relating to importance of a homeroom class in Grade 9

Definition of homeroom, please. (1)

Homeroom is an irrational waste of time. Basically top-imposed trivia. (1)

Many possibilities; teacher homeform (trad) (1)

Unless committed teachers were assigned to Grade 9 homeforms, it would not make a difference. (1)

In small classes these are good ideas. (1)

Homeroom, as is now, offers very little significance to students. It is not considered as your family class. (1)

TRANSITION YEARS SURVEY - GRADE 10-OAC TEACHERS

Question 31: Comments relating to class size in Grade 9

Unsafe in Grade 9 science. Twenty-four should be the maximum. (1)

Most important to restrict class size. (Important in Phys. Ed.) (1)

Make them smaller. (1)

Suggest an absolute maximum of 30. Twenty-five is about optimum for me. (1)

Question 40: What are your comments regarding a program to meet the needs of student in the transition years?

Positive Aspects

Very good for students (1)

Science transcends transition years and provincial and national borders and students must be equipped to function in the real world. (1)

I don't see any problems with the way things are now. (1)

Easier movement from Public to High School. More consistency, more attention means re-thinking and coming up with better mechanisms. (1)

Discipline and aggressive pursuit of excellence should be expected. (1)

Good to connect the elementary program with the High School. (1)

An absolute must be to make them feel special. Need to boost self esteem, self worth. (1)

More inter-relationship between teaching panels. (1)

Negative Aspects:

Destreaming is a mistake. With more Grade 9 students with attendance problems, I can't see how getting rid of grading by marks will improve things. (1)

Time consuming; de-emphasis of other years; subject material neglected to some extent. (1)

The students who need math in the future would be short-changed by lowering standards. (1)

Classes would be doubly or triply segregated internally despite this new streaming. (1)

Could affect adversely some subject enrolment. (1)

Question 41: How do you feel about Buchan-Leacock teachers being involved in the Transition Years Pilot Project?

Positive Aspects

Long overdue, more interaction needed (2)

Go for it. (2)

Don't know (1)

More comaraderie and unification of purpose for teachers; unification of behavioural expectations of students. (1)

By definition both must be involved. (1)

Physical proximity lends itself to excellent communication potential. (1)

Better to have a say than be told what to do. (1)

Negative Aspects

I want no part of any pilot project. I will not teach without an explicit curriculum and good support materials. We now have a science program that turns out a world class product and do not need to kick the base out from under the pyramid on the basis of a political whim supported by marginal research or no research at all. (1)

I really do not need more work. I'm just recovering from the OSIS overhaul and now I'm told it is no good and this one is the really good one. (1)

I hope administration is good at conflict resolution. (1)

Such a program should in no way be instituted at the expense of existing programs. (1)

APPENDIX L

TRANSITION YEARS SURVEY - GRADES 7 AND 8 TEACHERS AND GRADE 9 TEACHERS

Gr. 7/8 Teachers: N = 27
Gr. 9 Teachers: N = 24

Background Information

Please answer the following.

1. How many years have you been teaching (in total)? . . . . . .(Average) Gr. 7/8 **18.3**

   Gr. 9 **17.0**

   Gr. 7/8 Range = 1 - 31 years.
   Gr. 9 Range = 7 - 27 years

For each of the statements that follow, please circle the number that best represents your opinion.

Students' Needs

		SD/D*	SA/A*	SIG*	NO/DK*	NR*
2. Most Grade 8/Grade 9 students feel lonely and alienated.	Grade 7/8	100%	-	*	-	-
	Grade 9	67%	25%		8%	-
3. Students' social lives are vitally important at this stage of their lives.	Grade 7/8	-	100%		-	-
	Grade 9	13%	88%		-	-
4. The interest of Grade 8 students are met by the Leadership Group	Grade 7/8	41%	41%		15%	4%
	Grade 9	54%	25%		17%	4%
5. I perceive the need to serve a wider range of backgrounds, abilities and needs of students in Grade 8.	Grade 7/8	26%	74%		-	-
	Grade 9	4%	96%		-	-
6. Students in Grade 8 need immediate gratification and feedback.	Grade 7/8	22%	78%		-	-
	Grade 9	17%	75%		8%	-

7. Comments relating to students' needs in Grade 8:

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*Indicates a combination of the "strongly disagree" and "disagree" categories.
*Indicates a combination of the "strongly agree" and "agree" categories.
*Indicates whether a significant difference in student opinion exists by an asterisk.
*Indicates "no opinion or don't know."
*Indicates "no response."

Teaching/Evaluation Strategies

For questions 8-18, please indicate (a) how often you engage in each of the practices listed, and b) how important it is for teachers of students in the Transition Years to do as stated.

Part A:	Part B:
1 = Rarely	1 = Not at all important
2 = Sometimes	2 = Not very important
3 = Often	3 = Important
4 = Most of the time	4 = Very important
NR = No Response	NR = No Response

		A. How often do I..			B. How important is it for teachers of students in transition years to ..		
		1\2[69]	3/4[70]	SIG[71]	1\2	3/4	SIG
8. take the time to assess the learning styles of the students.	Gr. 7/8	30%	70%		-	96%	
	Gr. 9	54%	46%		8%	83%	
9. use a variety of teaching strategies and activities in lessons.	Gr. 7/8	-	100%		-	96%	
	Gr. 9	33%	67%		-	92%	
10. create opportunities for students to respond with their ideas and opinions.	Gr. 7/8	15%	82%		-	96%	
	Gr. 9	21%	79%		-	96%	
11. encourage class participation.	Gr. 7/8	-	100%		-	96%	
	Gr. 9	8%	92%		-	96%	
12. treat the students' ideas and opinions with respect.	Gr. 7/8	-	100%		-	96%	
	Gr. 9	-	100%		-	96%	
13. make classes interesting and stimulating.	Gr. 7/8	-	100%		-	96%	
	Gr. 9	8%	92%		4%	92%	
14. use a variety of evaluation methods.	Gr. 7/8	-	93%	*	-	93%	
	Gr. 9	25%	75%		8%	88%	
15. try to allay students' fears about tests.	Gr. 7/8	15%	85%		-	96%	
	Gr. 9	13%	88%		13%	83%	
16. help students prepare for tests.	Gr. 7/8	19%	82%		-	96%	
	Gr. 9	17%	83%		4%	92%	

[69]Indicates a combination of "rarely" and "sometimes"

[70]Indicates a combination of "often" and "most of the time"

[71]Indicates whether a significant difference in teacher opinion exists by an asterisk

		A. How often do I..			B. How important is it for teachers of students in transition years to ..		
		1\2[72]	3/4[73]	SIG[74]	1\2	3/4	SIG
17. help students refine their time management skills.	Gr. 7/8	26%	74%		4%	93%	
	Gr. 9	17%	83%		8%	88%	
18. have time to give personal attention to the students during class.	Gr. 7/8	30%	67%		-	96%	
	Gr. 9	38%	63%		-	96%	

19. Comments relating to teaching/evaluation strategies in Grade 8:

[72]Indicates a combination of "rarely" and "sometimes"

[73]Indicates a combination of "often" and "most of the time"

[74]Indicates whether a significant difference in teacher opinion exists by an asterisk

Homeroom

Please indicate your level of agreement with each of the following statements as they apply to you.

		SD/D[75]	SA/A[76]	SIG[77]	NO/DK[78]	NR[79]
20. I usually feel comfortable with homeroom duties.	Questions were different for the two groups					
21. My homeroom period gives me the opportunity to get to know my students better.						
22. A homeroom period is beneficial to assist the students with their organizational skills.	Gr. 7/8	7%	82%	*	7%	4%
	Gr. 9	25%	58%		13%	4%
23. Comments relating to the homeroom class:						

School Environment

24. Most of the Grade 8 classes are too large.	Gr. 7/8	33%	63%		4%	-
	Gr. 9	25%	75%		-	-
25. I feel satisfied with the grades that Grade 8 students are achieving.	Gr. 7/8	41%	52%		4%	4%
	Gr. 9	33%	58%		4%	4%
26. I perceive the need for a set of minimum requirements with which to evaluate students	Gr. 7/8	26%	59%		7%	7%
	Gr. 9	17%	71%		13%	-
27. Homework assignments are an integral part of the curriculum.	Gr. 7/8	11%	85%		4%	-
	Gr. 9	8%	88%		-	4%
28. It is important to me to have more opportunities to learn about a variety of teaching strategies.	Gr. 7/8	11%	89%		-	-
	Gr. 9	13%	83%		4%	-
29. I experience many frustrations during the school day.	Gr. 7/8	59%	37%		-	4%
	Gr. 9	46%	46%		-	8%

[75]Indicates a combination of "strongly disagree" and "disagree"

[76]Indicates a combination of "strongly agree" and "agree"

[77]Indicates whether a significant difference in teacher opinion exists by an asterisk

[78]Indicates "no opinion or don't know."

[79]Indicates "no response."

School Environment - Continued

		SD/D[80]	SA/A[81]	SIG[82]	NO/DK[83]	NR[84]
30. I sometimes feel alienated from the rest of the staff.	Gr. 7/8	82%	19%		-	-
	Gr. 9	67%	25%		-	8%
31. I feel uncomfortable with colleagues in my classroom.	Gr. 7/8	89%	4%		-	7%
	Gr. 9	79%	17%		4%	-
32. Collegial interaction among teachers is very important to the school program.	Gr. 7/8	4%	82%		11%	4%
	Gr. 9	17%	79%		-	4%
33. Teachers planning with other teachers is a worthwhile experience.	Gr. 7/8	-	96%		4%	-
	Gr. 9	4%	96%		-	-
34. Subject disciplines are isolated from one another.	Gr. 7/8	52%	48%	*	-	-
	Gr. 9	17%	79%		4%	-
35. Subject disciplines should be more integrated.	Gr. 7/8	22%	78%		-	-
	Gr. 9	8%	88%		4%	-
36. **ESL teachers** should be teaching partners.	Gr. 7/8	7%	74%		19%	-
	Gr. 9	-	92%		8%	-
37. **Special Education teachers** should be teaching partners.	Gr. 7/8	7%	78%		15%	-
	Gr. 9	-	88%		13%	-
38. **Librarians** should be teaching partners.	Gr. 7/8	-	100%		-	-
	Gr. 9	4%	83%		13%	-
39. **Guidance Personnel** should be teaching partners.	Gr. 7/8	4%	89%		7%	-
	Gr. 9	8%	79%		13%	-

[80]Indicates a combination of "strongly disagree" and "disagree"

[81]Indicates a combination of "strongly agree" and "agree"

[82]Indicates whether a significant difference in teacher opinion exists by an asterisk

[83]Indicates "no opinion or don't know."

[84]Indicates "no response."